

Reg. No.....

Name.....

M. A. DEGREE END SEMESTER EXAMINATION - APRIL 2025**SEMESTER 2: ENGLISH LANGUAGE AND LITERATURE****COURSE: 24P2ENGT06 – LITERATURE OF THE NINETEENTH CENTURY**

Time : Three Hours

Max. Weights: 30

*(For Regular 2024 Admissions)***PART A****Answer any 8 questions****Weight:1**

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| 1. Rereading Victorian poetry involves a reconsideration of the way we conceptualise history and culture, and the way we see the politics of poetry. Evaluate. | (E, CO2, CO3) |
| 2. What does Blake suggest about human actions and divine response in the line, "A Robin Red breast in a Cage / Puts all Heaven in a Rage"? | (R, CO2, CO3) |
| 3. Consider "Ulysses" as a dramatic monologue | (An, CO1, CO5, CO6) |
| 4. What does Barbauld suggest about the role of women in society, and how does she challenge the traditional views of her time? | (E, CO1, CO3, CO6) |
| 5. Comment on the Melancholic trait in "Dover Beach" | (A, CO3, CO5, CO6) |
| 6. "Hard Times" attempts to uncover the value of imagination, art and human connection in a place dominated by fact and rationality. Elucidate | (U, CO4, CO5, CO6) |
| 7. Evaluate the relationship between the writer and his readers during the Romantic period. | (E, CO1, CO2, CO3) |
| 8. Illustrate the Social hierarchy in "Mansfield Park" | (U, CO4, CO5, CO6) |
| 9. Explain how Shaw gradually builds up his satire of theatrical romanticised notions of war in "Arms and the Man". | (Cr, CO1, CO3, CO5, CO6) |
| 10. How does Carlyle compare Shakespeare and Mahomet | (R, CO1, CO2) |

(1 x 8 = 8)

PART B**Answer any 6 questions****Weights:2**

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| 11. What are Hazlitt's views on the importance of books in his essay "On Reading Old Books" | (R, CO1, CO2) |
| 12. Analyse Thomas Gradgrind as a representative of Utilitarianism. | (An, CO4, CO5, CO6) |
| 13. "Ulysses," deals with the desire to reach beyond the limits of one's field of vision and the mundane details of everyday life. Explicate | (Cr, CO4, CO5, CO6) |
| 14. How does Rossetti use imagery, symbolism, and tone to convey Eve's remorse and the consequences of her actions? | (A, CO4, CO5, CO6) |
| 15. Explain the significance of the albatross in "The Rime of the Ancient Mariner". | (E, CO1, CO2, CO3) |
| 16. Discuss the Biblical allusions in Wordsworth's "Intimations of Immortality: An Ode". | (R, CO1, CO2, CO3) |
| 17. Why does Isobel Armstrong call Victorian poets as post-Romantic? | (An, CO3, CO5, CO6) |
| 18. How did the Romantic poets' engagement with politics contrast with the later perception of Romantic artists as indifferent to social affairs? | (U, CO1, CO2, CO3) |
| (2 x 6 =12) | |

PART C**Answer any 2 questions****Weights: 5**

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| 19. "Art is no abstraction - Thin, arid and theoretic. It must be warmed by life". Examine Browning's "Fra Lippo Lippi" in the view of this statement. | (Cr, CO1, CO2, CO5) |
| 20. Comment on the way Lockwood and Nelly Dean complement each other as narrators in "Wuthering Heights". | (E, CO1, CO4, CO5, CO6) |
| 21. "Auguries of Innocence" is a catalogue of correspondences between the world of experience and the metaphysical worlds above and beneath it. Comment. | (A, CO1, CO3) |
| 22. Bring out the humour in Charles Lamb's "A Dissertation upon Roast Pig." | (An, CO2, CO5) |

(5 x 2 = 10)

OBE: Questions to Course Outcome Mapping

CO	Course Outcome Description	CL	Questions	Total Weight
CO1	Identify and analyse the socio- economic- political contexts that inform the literature of the period.	An	3,4,7,9,10,11,15,16,18,19,20,21	28
CO2	Demonstrate an understanding of the literary history of the 19th century texts that reflect a range of historical, cultural and aesthetic values.	E	1,2,7,10,11,15,16,18,19,22	22
CO3	Explain the conflict between self and society in different literary genres of the period.	U	1,2,4,5,7,9,15,16,17,18,21	19
CO4	Appreciate different aspects of the rise of the novel to the expansion of Colonialism and Capitalism.	E	6,8,12,13,14,20	13
CO5	Explain and illustrate the transition from Romantic to Victorian in Literature and culture.	A	3,5,8,9,12,13,14,17,19,20,22	27
CO6	Link the Victorian temper to political contexts in English colonies.	A	3,4,5,6,8,9,12,13,14,17,20	19

Cognitive Level (CL): Cr - CREATE; E - EVALUATE; An - ANALYZE; A - APPLY; U - UNDERSTAND; R - REMEMBER;